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**THE HOME GRAMMAR** is designed to adapt  
Orthography and Etymology to the comprehension  
of young children, and to shed light on the path  
which so many traverse in darkness and in tears.





## INTRODUCTION.

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### WILLIAM AND HIS AUNT.

*William.* WHEN may I begin to learn Grammar?

*Aunt.* Grammar, Willy! Do you know what grammar means?

*W.* Not quite. No, I do not think I do know what it means; but when I was in the lesson-room yesterday, I heard Percy say a great deal about nouns, and verbs, and pronouns, and many other hard words; and I thought that I should like to know all about them.



*A.* And you shall know all about them, dear Willy; you can now read very well, and you know the meanings of a great many difficult words: we will, therefore, begin to think about grammar at once.

*W.* Oh, thank you, dear Aunt! But will not it be a very long time before I shall be able to speak pronouns and verbs as Percy does?

*A.* Not at all long, for you have spoken pronouns and verbs this very moment.

*W.* Have I spoken pronouns and verbs?

*A.* Yes, Willy; and, what is more, you can never open that little mouth of yours without speaking pronouns and verbs, or some of what you call "the hard words." There are nine of these words; and though you will not be able to understand what they mean till I have told you about each one separately, I will tell you that they are called Parts of Speech, and that every word we make use of must be one of these parts of speech. They are—

The Noun or Substantive

The Article

The Adnoun or Adjective

The Pronoun

The Verb

The Adverb

The Preposition

The Conjunction

The Interjection.

*W.* These seem very difficult. But, Aunt, I cannot tell what you mean by saying that I speak these words; which of them do I speak now?

*A.* You have just spoken in almost all of them.

*W.* Have I, indeed?

*A.* Yes, you have spoken verbs, and nouns, and pronouns; you have spoken articles, and adjectives, and adverbs, and prepositions, and conjunctions.

*W.* How very strange! But, Aunt, if I can speak in all these things without learning about them, why should I learn grammar?

*A.* You may be able to do this, and yet not know anything at all about grammar.

*W.* Why are these words called parts of speech?

*A.* Because every word of which speech is formed must be formed of words which are classed under some one or other of these parts of speech. If you do not know how to use each single part in the right way,—if you do not know how to put

each single part properly together with the other parts, you can never be said to know anything of grammar.

*W.* Oh, Aunt! then I am afraid that I never shall know anything of grammar.

*A.* Yes, Willy, you will; and I am so much pleased with your wish to learn, that I will try to teach it to you in the most easy manner that I can. You must always ask me to explain what you do not understand, and then we shall soon make progress. Now think a little, and try if you can tell me what is the use of grammar?

*W.* I think the use of grammar is to teach people how to speak and how to write in the proper manner.

*A.* It is. When you went with me yesterday to see old Betty in the cornfield, you noticed, what you called, her "queer way of speaking."

*W.* Yes, she did speak so very oddly; she said, "Thank you, Ma'am, we *is* all well!"

*A.* If Betty had known anything about grammar she would not have said this. Yet, Willy, *you* do not know anything about grammar, neither; how was it then that you knew that old Betty spoke improperly?

*W.* I cannot tell! I only know that what she

said was wrong; because you, and papa, and mamma, would have said, "We *are* quite well!"

*A.* Your ear, Willy, has always been accustomed to the right way; this is the reason that you knew what old Betty said was wrong. But though you knew it was wrong, you could not tell *why* it was so, and this because my Willy does not know anything about grammar.

*W.* Pray do let me begin at once!

*A.* You shall, love; and I will try to take you a pleasant road through all these "hard words" which seem to you now so difficult. The first part of grammar is called Orthography.





## ORTHOGRAPHY.

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*W.* What a very long word !

*A.* Try to pronounce it.

*W.* Orthography. I can pronounce it very well, but I do not know what orthography means.

*A.* Orthography teaches a knowledge of the letters. A letter is one of the signs by means of which words are formed—it is the least part of a word. Orthography teaches us how to put and write letters together so as to form words ; it teaches us how to spell. Can you tell me how many Letters there are in the English language ?

*W.* Yes ; there are twenty-six.

*A.* Repeat each of them, and very distinctly.

*W.* A B C D E F G H I J K L M  
N O P Q R S T U V W X Y Z.

*A.* These letters are divided into Vowels and Consonants. Can you tell me how many of them are vowels?

*W.* Yes, five are called vowels.

*A.* And which are they?

*W.* They are—a e i o u.

*A.* Yes; *w* and *y* are also vowels when they are in the middle of a word or syllable; but when they begin a word or syllable, they are consonants.

*W.* Then if we do not count *w* and *y* as vowels, there are in the alphabet twenty-one consonants and five vowels?

*A.* There are.

*W.* Why are they called consonants?

*A.* Because they cannot be sounded by themselves, they sound as if joined to vowels.

*W.* And why are the vowels called vowels?

*A.* Because, they *can* be sounded by themselves without the help of any other letter.

And now, Willy, to be quite sure that you understand what I tell you, I shall from time to time ask questions, and there is nothing that will so well help you to remember.

What is orthography ?

What is a letter ?

How many letters are there in the English alphabet ?

Repeat them.

How are these letters divided ?

Which of the letters are called vowels ?

Which two letters are vowels when in the middle of a word ?

When are these letters consonants ?

What is the meaning of consonant ?

What the meaning of vowel ?

### MUTES, SEMI-VOWELS, LIQUIDS.

*A.* Now, Willy, will you come and hear some more about the letters ?

*W.* Yes, Aunt.

*A.* Do you remember what I told you yesterday ?

*W.* I am sure I do ; but, Aunt, what more can there be to be told about letters ?

*A.* I have to tell you that some of the consonants, besides being called consonants, have other names also.

*W.* Other names !

*A.* Some of them are called Mutes ; some are called Semi-vowels ; and four of the semi-vowels are also called Liquids.

*W.* Which of them are mutes ?

*A.* The mutes are—b p t d k. They are called mutes because they could not be sounded at all without the help of a vowel. C sounds as if it were spelt *ce* ; D like *de* ; and so on with the rest.

*W.* And the semi-vowels, what are they ?

*A.* The semi-vowels are—f l m n r s x z. These letters, though they cannot be sounded by themselves as vowels are, yet they can be sounded so in some degree.

*W.* I have forgotten the name of the other letters. You said, that besides these mutes and semi-vowels, there were—I cannot remember what.

*A.* I told you that four of the semi-vowels were called liquids. These are—l m n r.

*W.* Then l m n r have three names ; they are consonants, semi-vowels, and liquids.

*A.* They are. They are called liquids because they join easily with other consonants, and seem to flow into their sounds.

*A.* We have now almost done with the letters.

*W.* Almost ! I do hope there are not any more.

*A.* There are no more letters ; but when two



of the vowels come together, and are pronounced as one sound, that sound is called a Diphthong. In the words *treat* and *ground* the vowels *e a* in *treat*, and *o u* in *ground*, are diphthongs.

*W.* How many words there are in which two vowels come together!

*A.* When both these vowels are sounded, as in *treat* and *ground*, the diphthong is called a Proper diphthong; when only one of the vowels is sounded, as in *goat* and *eagle*, the diphthong is called Improper.

*W.* But, Aunt, in some words three vowels come together, which of them is pronounced then?

*A.* When three vowels come together, and, like the diphthongs, form but one sound, *that* sound is a Triphthong; as *e a u* in *beauty*.

Into what are consonants divided?

Which are the mutes?

Why are they called mutes?

Which are the semi-vowels?

Why are they called semi-vowels?

Which of the semi-vowels are called liquids?

Why are they so called?

What is a diphthong?

What is a proper diphthong?

What is an improper diphthong?

*What is a triphthong?*

## SYLLABLES AND WORDS.

*A.* I have told you as much about the letters as you will be able to understand at present ; when you use the grammar that Percy uses, you will find that many of these letters have different sounds.

We will now go on to Syllables and Words. Tell me what a Syllable is.

*W.* A syllable is part of a word.

*A.* Yes, it is part of a word ; but it may be a whole word also. *Boy* is a syllable, *girl* is a syllable, *horse* is a syllable ; but each of these is a whole word as well as a syllable. Think of some word in which a syllable is part of a word.

*W.* Pencil, table, window, fender.

*A.* Say these over again, and you will find that each syllable is pronounced by one action of the voice. You know now that letters make syllables, and that syllables make words ; but can you tell me, Willy, what words are ?

*W.* Words ! why, Aunt, words are words.

*A.* Very true, dear Willy ; but this does not tell me what words mean. Think a little.

*W.* I have thought, but I do not know what else to say.

*A.* Then, Willy, I must tell *you* what words are. Words are sounds made by the voice, by means of which we have the power to tell to others all that we think, and feel, and know. People in the country where we live know what these sounds mean, and make use of the same sounds themselves ; therefore we are able, by means of words, to tell them everything we may wish to tell them, and they will understand us.

*W.* This is very easy,—so easy that I do think I knew it all before, though I could not put it into words.

*A.* Can you tell me what a word of one syllable is called ?

*W.* No ; I do not know.

*A.* A word of one syllable is a Monosyllable ; a word of two syllables is a Dissyllable ; a word of three syllables is a Trisyllable ; a word of four or more syllables is a Polysyllable. Try to remember these ; and let me be sure that you quite understand them by writing on your slate four words in each of these syllables.

*W.* I can very easily find plenty of words in one and in two syllables, but the three syllables will be puzzling, and I am sure I do not know any *one* word in the longest syllable.

*A.* There is nothing like trying, so bring your slate and set to work at once.

\* \* \* \* \*

*W.* I have been a long time, Aunt, but I think that at last I have puzzled out all the words, yet I could not have done so without a book ; and as to the polysyllables, they are all guesses, though I am sure they *are* polysyllables, because they are such very long words.

MONOSYLLABLE. DISSYLLABLE. TRISYLLABLE. POLYSYLLABLE.

Sun	Carpet	Alphabet	Geography
House	Sister	Gardener	Illumination
Cat	Kindness	Contentment	Generosity
Desk	Flower	Syllable	Anniversary.

*A.* These will do very well as examples. Now tell me—

What is a syllable ?

What are words ?

What is a word of one syllable called ?

Of two syllables ?

Of three syllables ?

Of four or more syllables ?

## PRIMITIVE AND DERIVATIVE WORDS.

A. All words that are used in speech must either have roots of their own, or they must be branches springing from roots. The first of these kind of words is called a Primitive word.

W. I do not understand what you mean by this; pray try to explain it further.

W. A primitive word is a word which cannot be made into any word more simple than it is; therefore do I call it a *root-word*. All the branch-words that spring from the root of a primitive word are called Derivatives, which means that they come from, that is, are derived from, the root of a primitive word. Let us try an example to make this clearer:—*Man* is a primitive word, you cannot reduce it into any word more simple than it is; *Mankind* is a derivative word, it can be reduced into a word more simple,—it can be reduced into the word *man*.

W. May I try if I can think of a root-word with the branches that spring from it?

A. I shall be very glad, dear Willy, if you can.

W. It is not so easy as I thought it would be; many root-words I can think of, but no branch will spring from them.

*A.* Suppose we make *child* the primitive or root-word. The derivatives, or branches that spring from that word, are,—*children*, *childish* (like a child), *childless* (without children), *childhood*.

*W.* I do wish I had thought of that word.

*A.* Never mind, love, you have been a very attentive little boy; and though you could not find an example so readily as you thought you should be able, yet I think you understand, and will not forget, what I have been telling you about primitive and derivative words. On Monday we will begin the second part of grammar, which I hope you will like as well as you seem to have liked our lessons on Orthography.

What are primitive words?

What are derivative words?

Give an example of a primitive word, with the words derived from it.





## ETYMOLOGY.

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*A.* THE second part of grammar is called Etymology.

*W.* What is etymology? it sounds something very difficult.

*A.* I will try to make you understand what it is. Etymology explains the meaning of the nine different words that are called parts of speech. The names of these I have already told you, but I must tell you again that these nine parts of speech are—

The substantive or noun, the article, the adnoun

or adjective, the pronoun, the verb, the adverb, the preposition, the conjunction, the interjection.

*W.* Am I to remember all these names?

*A.* Not at present, Willy; I do not wish you to remember these names till you have been taught the meaning of each one separately, you will then remember them easily.

Etymology teaches us also how to find the roots of the words from which various branches spring; it teaches us how to make the proper changes in those words which require to be changed in order to express a difference of meaning. This difference of meaning is called Modification.

*W.* I feel very much puzzled about etymology.

*A.* I cannot make this more clear to you, dear Willy, till we have gone through some of the parts of speech. The first of these is —

## THE NOUN OR SUBSTANTIVE.

Everything that lives, everything that we can see, everything that we can touch, everything that we can taste, everything that we can feel, and everything that we can think about, is a Noun or Substantive.

*W.* Then I think that nouns must use up all



the words, for what words can there be left if all these things are nouns?

*A.* If nouns used up all the words, dear Willy, speech would then be of little use. We want words *to tell about the nouns*, or we should be able to convey but very few of our thoughts to others, and should be as little able to understand *their* thoughts. To make this clear let us name some noun from each of the things I have said are nouns. Tell me one from anything that lives.

*W.* Cat.

*A.* From anything that we can see?

*W.* Sun.

*A.* From anything that we can touch?

*W.* Table.

*A.* From anything that we can taste?

*W.* Pudding.

*A.* From anything that we can feel?

*W.* I can feel *pain*; will that do?

*A.* Yes, but there are a great many other things that you can feel besides *pain*; you can feel *joy*, and *sorrow*, and *fear*; all these belong to the mind. And what is there that you can think about?

*W.* I can think about a great many things even when I do not see them; are all such things nouns?

*A.* They are. Let us now put together the nouns you have mentioned, and we shall find of how little use they would be to us if we had no words *to tell about them*. These words only give the single notion of the thing named. Repeat them.

*W.* Cat, sun, pudding, table, pain.

*A.* If I ask you to tell me anything about the *cat*, you cannot do so without using many other parts of speech besides the noun *cat*. Try.

*W.* A *cat* is very soft.

*A.* To tell me this you have been obliged to make use of four different parts of speech.

*W.* Yes; I see now that speech would be of very little use if nouns were the only words.

*A.* Nouns are divided into Common or Proper.

*W.* What is the difference? What is a common noun?

*A.* All nouns that stand for classes or kinds are called common nouns. *Animal* is a common noun; *tree* is a common noun. Every sort of animal, such as *dog*, *lion*, *mouse*, is a common noun; and every single one of that sort of animal is also a common noun. *Animal* is a *class*; *cat* is a sort of animal, and this cat on the rug is the particular *one* of that sort.

W. Aunt, I really do think that I could tell about tree. May I try?

A. Do, love.

W. *Tree* stands for a class or kind. *Oak-trees, apple-trees, ash-trees*, are sorts of trees; every single oak-tree, every single apple-tree, every single ash-tree, that there is, is a single one of that sort. All these, and all that can be classed like these, are common nouns. Is this right, Aunt?

A. Quite right; and I am pleased you can explain it so clearly.

W. And now, Aunt, will you please to tell me what Proper nouns are?

A. Proper nouns are the names of people, of towns, of places, and of rivers. *William* is a proper noun, *London* is a proper noun, *Thames* is a proper noun.

W. Then are all the places marked on the map proper nouns?

A. All the names of countries, of towns, and all the names of rivers, are proper nouns.

W. I think, Aunt, that I now know everything about nouns.

A. No, Willy, you do not; you have yet to learn that to every noun belong a Gender, a Number, and a Case.

*W.* What can these be?

*A.* We will begin with—

GENDER.

All things that live are either Male, like *man*, or Female, like *woman*; all things that do not live are called Neuter, as *box*, *book*, *pen*. All of the male kind are of the Masculine gender, all of the female kind of the Feminine gender, and all things that do not live of the Neuter gender. There are a few things which, though in the neuter, are spoken of as if they were in the masculine or feminine gender: *ship* is one of these; in speaking of a ship, we say, *She* sails well.

*W.* When we were going to Broadstairs, I remember that we passed a very large ship, and one of the sailors said, “What a fine vessel she is!” I thought it sounded very oddly.

*A.* The *sun* is often called *he*, and the *moon* is called *she*; and there are a few other instances in which custom has made neuter nouns either masculine or feminine. But we are forgetting our questions; before we proceed I must ask you—

What is a noun or substantive?

Into what are nouns divided?

What is a common noun?

What is a proper noun?

What three things belong to nouns?

How many genders are there?

What is the masculine gender?

What the feminine gender?

What the neuter gender?

Name some nouns, which, though in the neuter gender, are made by custom masculine or feminine.

#### NUMBER.

*A.* There are two Numbers, called the Singular and the Plural. The singular number means one thing of a kind, the plural number means more than one, as,—*boy, boys; pen, pens; book, books;* If I were to tell you to take a walnut from the dish on the sideboard, how many would you take?

*W.* I should take one.

*A.* Walnut being in the singular number means only one; but if I were to tell you to take some walnuts, how many would you take then?

*W.* I should take more than one, and just as many more as I thought I might take without your thinking I had taken too many.

*A.* That would be helping yourself to walnuts *in the plural number.*

*W.* Oh, Aunt, do let me always help myself in the plural number !

*A.* *Always*, Willy? Remember the pills last night.

There are some words that are used only in the singular number, such as, *gold*, *wheat*; and others only in the plural number, as, *bellows*, *scissors*; and there are some words which are the same in both numbers, as, *deer*, *sheep*.

*W.* How is a noun in the singular number made plural?

*A.* The plural of nouns is usually formed by adding *s* to the singular, as, *chair*, *chairs*; *house*, *houses*. But when the singular of nouns ends in *x*, *sh*, *ss*, *s*, or *ch* soft, then the plural is formed by adding *es* to the singular, as, *box*, *boxes*; *lash*, *lashes*; *kiss*, *kisses*; *church*, *churches*. When the singular ends in *ch* hard, as *monarch*, the plural is then formed by adding *s* only to the singular, as, *monarchs*. There are also some nouns that form their plurals irregularly; for instance, the plural of *man* is *men*; of *woman*, *women*; but of these there are very few. We will now go on to—

#### CASE.

*The Case of a noun tells what a noun is and what*

a noun does. It tells what belongs to a noun, and it tells when a noun receives anything from another noun. Do not look so very much puzzled, dear Willy; all this will soon be clear to you.

*W.* I wish it may be, Aunt; but just now it is very dark.

*A.* In the English language there are three cases to express the different positions of the noun, and we cannot name any noun without its being in one of these cases. Every noun must be either in the Nominative case, the Possessive case, or the Objective case. The Nominative case tells the name of the noun, or it tells what the noun does; thus when I say, *The boy*, *boy* is in the nominative case; when I say, *The boy laughs*, *boy* is also in the nominative case, and the noun *boy* is the subject of the verb, as every noun in the nominative case must be; but this you will not understand till you know what a verb is.

*W.* Then whenever a *boy* does anything, he is in the nominative case,—*the boy walks*, *the boy reads*, *the boy eats*; in doing all these things, is not *boy* in the nominative case?

*A.* He is. The next is the Possessive or Genitive case. This case is used to express possession or property. I cannot name anything that

belongs to the boy without putting the boy into the possessive case,—*the boy's book, the boy's hat, the boy's finger*. Look at the little mark put before the *s* in boy's, that is called an Apostrophe, and is the sign of the possessive case.

*W.* I think no one could make a mistake about the possessive case.

*A.* The Objective case makes the noun the receiver or object of some action done by another noun. To put *boy* in the objective case we must make him the object of an action; that is, he must be made to receive something from some other person, or from some other thing; thus, when I say, *John, give this orange to the boy*, *boy* is then in the objective case, he is the object of the action, which gives to him the orange.

Case is thought to be a very puzzling part of grammar, let me be sure that you have found the puzzle out. Think of some noun, and tell it to me in the nominative case.

*W.* The dog. The dog barks.

*A.* Very well, dear Willy; now put *dog* in the possessive case.

*W.* What must I say? Just let me think of what belongs to a dog. I really cannot think of anything.



*A.* Try again. Has not a dog ears? has not a dog a tail? has not a dog a kennel?

*W.* Yes, yes; I know very well what to say now, *The dog's ears, the dog's tail, the dog's kennel.* In all these examples *dog* is in the possessive case.

*A.* Now let *dog* be the object of some action; put *dog* in the objective case.

*W.* John feeds the dog.

*A.* Very well. We have now got over some of the first difficulties, and this I do think without finding grammar a task.

*W.* A task, Aunt! If all things are as easy as I have found grammar to be, I shall not think anything a task.

What is number?

What is the singular number?

What is the plural number?

Give an example.

Name some nouns used only in the singular number.

Name some that are used only in the plural.

Some that are the same in both numbers.

How is the plural of nouns usually formed?

How is the plural formed when the singular ends in *x*, *sh*, *ss*, *s*, or *ch* soft?

When the singular ends in *c* hard, how is the plural formed?

What is case?

How many cases are there?

What are they called?

What is the nominative case?

Give some example of a noun in the nominative case.

What is the possessive case?

Give an example.

What is the objective or accusative case?





A Tree      An Oak.

## ARTICLE.

*A.* An Article is a word placed before a noun or substantive to point it out. There are only two articles, *a* and *the*. *A* is called the Indefinite article; *the*, the Definite article.

*W.* What is the meaning of definite and indefinite?

*A.* Definite means anything that is fixed; indefinite, anything that is not fixed. *The* is called the definite article, because it means one particular thing; *a* is called the indefinite article, because it does *not* mean any one thing in particular.

*When I point to those books and tell you to bring me a book, which one will you bring?*

*W.* I shall bring any one of them.

*A.* Yes, because I use the indefinite article, which means *any* one of a kind. But what if I told you to bring me *the* book ?

*W.* I should know that it was one particular book which you wanted, and I should ask which book ?

*A.* The indefinite article *a* is changed into *an* before a vowel and before a silent *h*.

*W.* What is a silent *h* ?

*A.* When a word begins with *h* and that *h* is not sounded, that is aspirated, it is called a silent *h*. There are many words beginning with *h* in which the *h* is silent. It is silent in *hour*, thus we say, *an* hour ; it is not silent in *house*, therefore we say, *a* house.

What is an article ?

How many articles are there ?

What are they called ?

Which is the definite article ?

Why is it called definite ?

Which is the indefinite article ?

Why called indefinite ?

Give examples of the use of the definite and indefinite articles.

When is *a* changed into *an* ?

## THE ADNOUN OR ADJECTIVE.

*A.* Adnouns are words placed before nouns to express some quality belonging to them. Let us take again the noun boy, to which we will prefix the definite article *the*,—*the* boy. Now I want to know something about the boy; I want to know if he is a good boy or a naughty boy. I want to know if he is a tall boy or a short boy; if he is a white boy or a black boy. But I cannot know any one of these things without the use of a word to tell me; that word is an Adnoun,—a word added to a noun to tell what that noun is. The boy is a *good* boy, he is a *tall* boy, and he is a *white* boy. These words, *good*, *tall*, *white*, are all adnouns, because they tell me everything about the noun that I want to know.

*W.* I think I shall always be able to know the words that are adnouns.

*A.* The adnoun has no gender, or number, or case. We say good boy, good girl, and good boys, good girls, the adnoun remaining the same, though the genders and numbers of the nouns are

different. But there is a change that belongs to adnouns, called—

#### THE DEGREES OF COMPARISON.

Comparison is the comparing of one thing with another, and shows us the differences between them. There are three degrees of comparison,—the Positive, the Comparative, and the Superlative. The positive degree shows the thing just as it is without making it either larger or less. The comparative degree may make the positive larger, or it may make it less than it is. The superlative degree makes the positive either in the very highest, or in the very lowest degree.

POSITIVE.	COMPARATIVE.	SUPERLATIVE.
A great house.	A greater house.	The greatest house.
A small house.	A smaller house.	The smallest house.

The positive is made into the comparative by adding *r* or *er* to the end of it, as, white, whiter; black, blacker. And it is made into the superlative by adding *st* or *est*, as, white, whitest; black, blackest.

Now, Willy, tell me what is the comparative of large.

*W.* It is larger.

*A.* And what the superlative?

*W.* Largest.

*A.* Bring three of those apples. This apple is large, that one is larger, this is the largest. Take that apple which is in the superlative.

What is an adnoun?

What change belongs to adnouns?

What is the meaning of comparison?

How many degrees of comparison are there?

What are they called?

What is the positive degree?

What the comparative?

What the superlative?

How is the comparative degree formed?

How the superlative?

Give examples of the degrees of comparison.





## THE PRONOUN.

*A.* Pronouns are words used instead of nouns to prevent the same noun from being said over again too often. One example will show you how very useful pronouns are. *It* is one of the pronouns called personal pronouns; now you shall hear how very strangely some sentences would sound if we were to repeat the noun every time, instead of using the pronoun *it*, which stands for the noun: "The wind blows—it blows cold—it will blow down that old willow-tree." Now how will this sentence sound if I repeat the noun *wind* every time instead



of using the pronoun *it*. Let us try : “The wind blows—the wind blows cold—the wind will blow down that old willow-tree.”

*W.* It does, indeed, sound very strangely ; and I am sure pronouns must be very useful if they prevent the same word from being said over and over again so often as you have said the word *wind*.

*A.* There are three different kinds of pronouns, called,—the Personal pronouns, the Relative pronouns, and the Adjective pronouns. I will tell you first about—

#### THE PERSONAL PRONOUNS.

There are five Personal pronouns that are singular.

1. *I*—the person who speaks
2. *Thou*—the person spoken to
3. *He, she, it*—the person or thing spoken of.

These pronouns are in the singular number ; they mean only one person or one thing. But when we want them to express more than one person or thing, they have plurals which do so :—

1. *We*—is the plural of *I*
2. *You or ye*—,, of *thou*
3. *They*—,, of *he, she, it*.

It may be as well to tell you that the second person singular is seldom used. Custom sanctions the use of its plural *you* for both numbers. You must remember that the person who speaks is always in the first person, the person spoken to is in the second person, the person or thing spoken of is in the third person.

In what person am I while I am speaking to you?

*W.* In the first person.

*A.* And in what person are you to whom I speak?

*W.* When you were speaking to me I was in the second person.

*A.* Very well, dear Willy; and now tell me in what person every person and every thing we speak about must be.

*W.* Every person and every thing about which we speak is in the third person.

*A.* It is only the third person of personal pronouns to which gender belongs. *He, she, it*, as we have just seen, are all in the third person, and each one of these is in a different gender. Speaking of a boy we say *he*; of a girl, *she*; and of a book, *it*.

*W.* But why is there no gender to the first person *I*? I am in the masculine, and you, Aunt, are in the feminine gender, then why is it that we each say *I*?

*A.* Because in the gender of the person who speaks and of the person spoken to there can be no mistake, therefore no distinction of gender is necessary. Each of the personal pronouns has a case. I will write out the declension of these pronouns, and then, Willy, you must learn how to decline them.

*W.* What is the meaning of declension?

*A.* Declension as applied to grammar means placing nouns and pronouns in their proper case, number, and person.

What is a pronoun?

How many personal pronouns are there?

Repeat them.

What are their plurals?

In what person is the person who speaks?

In what person is the person spoken to?

. In what person is the person or thing spoken of?

. To which of these persons does gender belong?

Why have the first and second persons no gender?

*Declension of Personal Pronouns.*

PERSON.	CASE.	SINGULAR.	PLURAL.
<i>First</i>	<i>Nominative</i>	I	We
	<i>Possessive</i>	Mine	Ours
	<i>Objective</i>	Me	Us
<i>Second</i>	<i>Nominative</i>	Thou	Ye or You
	<i>Possessive</i>	Thine	Yours
	<i>Objective</i>	Thee	You
<i>Third, Masculine</i>	<i>Nominative</i>	He	They
	<i>Possessive</i>	His	Theirs
	<i>Objective</i>	Him	Them
<i>Third, Feminine</i>	<i>Nominative</i>	She	They
	<i>Possessive</i>	Hers	Theirs
	<i>Objective</i>	Her	Them
<i>Third, Neuter</i>	<i>Nominative</i>	It	They
	<i>Possessive</i>	Its	Theirs
	<i>Objective</i>	It	Them

*A.* You shall learn one of these each day till you have learnt the whole of them; and, as you progress, you shall write examples on your slate; you will then observe that the plurals of the third person are all the same.

## RELATIVE PRONOUNS.

*A.* The Relative pronouns are—

Who              Which              That

They are called relatives because they relate to, or refer to, some word or phrase that goes before.

*W.* Phrase! What does that mean?

*A.* A phrase is a few words making sometimes part of a sentence, and sometimes a whole sentence. But do you know what a sentence is?

*W.* I know that in reading the number of words put between two full stops is called a sentence.

*A.* Yes, Willy; but that does not give a very clear notion of what a sentence is. A sentence is not only a number of words put between two full stops; these words must form entire sense.

The relative pronoun *who* is used in speaking of persons; *which* in speaking of animals, or of things that do not live; *that* for persons, animals, and things: it is used to prevent *who* and *which* from being repeated too often.

There is also another word which is a kind of relative pronoun, and which has the same meaning as two of the relatives put together, this word is *what*; it means the same as *that which*. For example, This book is *what* I want; which has the same meaning as to say, This book is that which I want. The relative *who* is declinable, it is the *same in both numbers*.

*Nominative.*

Who

*Possessive.*

Whose

*Objective.*

Whom

How many relative pronouns are there?

What are they?

Why are they called relative pronouns?

Which of the relative pronouns is used for persons?

Which of them for animals and things?

When is *that* used?

What is the pronoun which may be called relative, and which has the same meaning as *that* *which*?

## ADJECTIVE PRONOUNS.

*A.* These pronouns are called Adjective pronouns, because they possess some of the properties of adjectives as well as of pronouns. They are subdivided into four different sorts—

The Possessive

The Demonstrative

The Distributive

The Indefinite.

*W.* I shall be a long time in remembering all these different pronouns.

*A.* I think not. The personal and the relative pronouns are no longer difficulties, and with re-

spect to the adjective pronouns, as I explain the meaning of each of the four sorts, you will find all that you now think difficulties in these pronouns gradually disappear.

### *Possessive Pronouns.*

These pronouns are called Possessive because they relate to property or possession, that is, they relate to anything that belongs to us. There are seven possessive pronouns,—*my, thy, his, her, our, your, their* : *my* box, *thy* hat, *her* bonnet, *our* house, *your* gloves, *their* garden.

*W.* These, indeed, are very easy ; I shall not forget these.

*A.* The next are—

### *The Distributive Pronouns.*

Of these pronouns there are only three,—*each, every, either*. The meaning of Distributive is to divide or separate one thing from a number: *each* of these flowers, *every* tree that grows, take *either* of the balls. *Each* of these flowers, though in this sentence *each* refers to a number of flowers, it means each one of that number taken separately. *Every* tree that grows, in this sentence *every* refers to a number of trees, though it also means every

one of the number separately. *Either* can refer to two things only: *either* of the swans implies that there are only two swans, and it means one of them taken separately.

Give me an example to prove that you understand the meaning of distributive pronouns.

*W.* I have thought of one: *Each* of the leaves in this book. Is that right, Aunt?

*A.* Quite right, Willy; now give me an example of *every*.

*W.* *Every* finger on my hand.

*A.* Very well.

*W.* And *either*; I must find an example of *either*—*either* of the pencils.

*A.* That will do. Now come—

### *The Demonstrative Pronouns.*

They are called Demonstrative because they point out the person, or thing, to which they refer. The demonstrative pronouns are—

<i>Singular.</i>	<i>Plural.</i>
This	These
That	Those

as: *this* chair, *these* chairs,—*that* house, *those* houses.



*W.* Nothing could be more easy to understand than these pronouns are.

*A.* I told you, Willy, that they *sounded* more difficult than you would find them to be.

#### THE INDEFINITE PRONOUNS

are the last to be mentioned ; these pronouns cannot be fixed under any particular rule. *Some, other, one, all, such,* are some of the indefinite pronouns. The indefinite pronoun *one* has a possessive case formed like the possessive case of substantives, as, *one, one's*. The indefinite pronoun *other* is declined in the regular manner.

	<i>Singular.</i>	<i>Plural.</i>
<i>Nominative</i>	Other	Others
<i>Possessive</i>	Other's	Others'
<i>Objective</i>	Other	Others.

Observe the manner in which the apostrophe is placed in the possessive case singular and the possessive case plural.

*W.* Yes, I see that both words are spelt the same, but in the singular the apostrophe is put before the *s*, and in the plural it is placed after it.

*A.* Yes ; and this is the manner in which the possessive case plural is always formed. This you must not forget, though I often find it omitted by

persons who ought to know a great deal more about grammar than you do, Willy.

How are adjective pronouns subdivided?

What are possessive pronouns?

Repeat the possessive pronouns.

Which are the distributive pronouns?

Why called distributive pronouns?

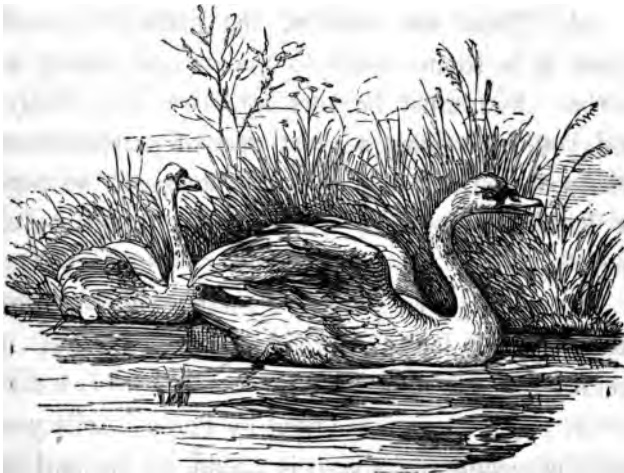
Which are the demonstrative pronouns?

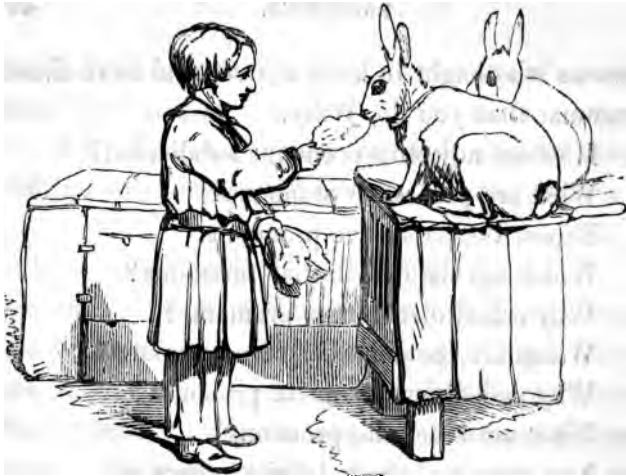
Why called demonstrative pronouns?

What are indefinite pronouns?

Name some of the indefinite pronouns.

Which of the indefinite pronouns are declinable?





## VERBS.

*A.* There are none of the parts of speech which it is so necessary to understand clearly as Verbs. You must be very attentive, dear Willy, and you must have a great deal of patience too, otherwise you will find verbs by no means so easy as I think you have found the other parts of speech.

*W.* Percy was learning something about verbs yesterday; I looked into his grammar, but it seemed very puzzling.

*A.* In the grammar used by Percy it tells you *that the meaning of a verb is, to do, to be, and to*

suffer; in mine I will try to explain what this means. We cannot express either doing, or being, or suffering, without the help of a verb, so that we can scarcely speak a sentence without making use of a verb.

*W.* I do not know at all what you mean by verbs expressing doing, and being, and suffering.

*A.* For a short time, Willy, you must be content to be in the dark, patience will soon give us light to make these things clear. Verbs that express doing are called Active verbs; verbs that express suffering are called Passive verbs; and verbs that express being are called Neuter verbs.

*W.* Pray, Aunt, do try to make me understand this better; pray tell me something about a verb active.

*A.* Tell me, first, if you know what is the meaning of the word *action*. A great many of the difficulties in understanding grammar, as well as the difficulties in understanding other things, are caused by not knowing the right meaning of the words which are used to explain them.

*W.* Action means anything that a person does. When I feed my rabbits, is not that an action?

*A.* It is. But there cannot be any action *without there being also some person or some*

thing *acted* upon. That person or that thing acted upon is called the *object*,—the object of the action.

*W.* Is not the cat the object of my action when I stroke the cat?

*A.* Yes; *to stroke* is a verb active, and in the sentence, William strokes the cat, William is *the agent*, that is, the person who acts, and the cat is the object acted upon.

*W.* How very clear this seems to me now.

*A.* *To love* is also a verb active; thus when I say, I love William, *I* is the agent who acts, William is the object acted upon.

*W.* But, Aunt, *to love* is not an action, you do not do any *action* when you say, I love William.

*A.* There are actions of the mind as well as actions of the body, *to love* is one of these actions.

*W.* I think I understand. And now pray tell me what is the meaning of a verb passive.

*A.* A verb passive receives an action, or it expresses a passion or a suffering. No action can be *received* unless an action is *done*; the person or thing which *receives* the action is the object acted upon, and the person or thing that *does* the action is the agent by means of which it *is* acted upon.

*W.* Now I am beginning to be puzzled again.

*A.* All active verbs are made into passive ones by the help of the verb *to be*; as I have just told you *to love* is a verb active, *to be loved* is a verb passive. Can you explain what is the difference between the active verb *to love* and the passive verb *to be loved*?

*W.* I think I can easily do that. *To love* means that there is some person who loves, and *to be loved* means that there is some person who *is* loved.

*A.* Yes; and that some person who is loved is the receiver of an action. *To love* William, and *to be loved* by William, mean two very different things.

*W.* Yes, very different.

*A.* Then you must remember that the somebody by whom William is loved is the receiver of the action of William's love, and that he is made so by the use of the verb *to be*, which turns the active verb *to love* into the passive verb *to be loved*.

*W.* What is the name of the other verb?

*A.* The verb neuter; this verb expresses neither action nor passion, but being, or a state of being.

*W.* I do not know what *being* means.

*A.* *To be*, is being; it is a state of being when you sleep, when you sit, &c. &c. A verb

neuter may be known by its not falling upon any object. For instance, when you sleep, your sleeping has no effect on any object, that is, it has no effect on any person or on any thing, it is confined entirely to yourself. Now, Willy, before we go farther, I must ask you a few questions, that I may be quite sure you understand what I have been telling you about verbs.

What is a verb?

How many kinds of verbs are there?

What are they called?

What is a verb active?

What is an agent?

What is an object?

What two things must belong to a verb active?

Give an example of a verb active, and point out which is the agent and which is the object.

What is a verb passive?

How is a verb active made into a verb passive?

Give an example to show the difference between a verb active and a verb passive.

What is a verb neuter?

A. Very well, dear Willy; and now we will go on. There are some verbs which are called *Auxiliary*, or helping verbs. It is by the help of

these that all other verbs are conjugated. These verbs are,—*be, have, do, shall, will, let, and must.*

*W.* What do you mean, Aunt, by verbs being conjugated?

*A.* The conjugation of a verb means the placing of every part of the verb in its proper person, number, mood, and tense, for all these things belong to verbs.

*W.* I know very well what number and person mean, but what is the meaning of mood and tense?

*A.* Mood is a change which takes place in the form of verbs, and which enables them to express different meanings.

*W.* And tense, Aunt, what is that?

*A.* Tense teaches us how to divide the verb into proper portions of time, so that we may be able to make known to others that particular part of time we want to tell them about. But, Willy, do you think you know what time is?

*W.* To-day *is* time, yesterday *was* time, to-morrow *will be* time.

*A.* Yes; each of these is a portion of time; to-day is time present, yesterday is time past, and to-morrow is time future. It is by means of tense that we know how to express these various times properly.



W. This seems very easy to understand.

A. Not quite so easy as you think it is. But now, Willy, comes my puzzle; I do not know whether it will be better to tell you more about mood and tense *before* you have conjugated a verb, or to teach you how to conjugate a verb first, and tell you about mood and tense afterwards. You will not be able to understand either clearly until I have told you about each.

W. I should like to know more about mood and tense.

A. Well, then, I will tell you about those first. Every verb has five moods, by means of which it expresses its different meanings. We will begin with—

#### THE INFINITIVE MOOD.

This mood is the name of the verb; it has no limit of number or person, but is always the same. It is the root of the verb from which all the changes of mood spring. *To love* is the infinitive mood of the verb *to love*, and the root of all the changes which take place in its conjugation.

#### THE INDICATIVE MOOD.

*indicates*, that is, declares or says that a thing

is. *I love* is in the indicative mood of the verb *to love*. The indicative mood is also used for asking a question, as, *Do you love?*

#### THE IMPERATIVE MOOD

is used for commanding: *Go away* is an example. It is used, also, for exhorting, entreating, or permitting, *Be thou good* is an example of exhorting; *Let us go and play*, of entreating; and *Go to school* (meaning you may go to school) is an example of permitting.

#### THE POTENTIAL MOOD

tells that a thing *may* be done; it tells the power to do, the will to do, and the necessity to do. *It may thunder, he can write, they will go, we must learn*, are examples of this mood.

#### THE SUBJUNCTIVE MOOD

is used when we want to express doubt or uncertainty about anything, when we want to express a wish, when we suppose anything that may happen; the subjunctive mood, therefore, implies doubt, wish, supposition. These are the

moods. There are also parts of the verb which are called—

### PARTICIPLES.

These are formed partly of verbs and partly of adnouns. There are three of them. The participles of the verb *to love* are—

<i>Present</i>	<i>Perfect or Past</i>	<i>Compound Perfect.</i>
Loving	Loved	Having loved.

You must not forget that all passive verbs are formed by means of the verb *to be* added to the perfect participle of an active verb.

*W.* I shall never forget what you have told me about verbs passive; but when you told me about them, I did not know anything about a perfect or past participle, or that it was *that* part of a verb active which with the verb *to be* formed a verb passive.

How many moods are there?

What is the infinitive mood?

Give an example.

What is the imperative mood?

Give examples of this mood.

*What is the potential mood?*

Give examples.

What is the subjunctive mood?

What the examples?

What are participles?

How many participles are there?

What their names?

Which of the participles is used to form a passive verb?

#### TENSE.

*A.* You will remember what has been said about tense dividing time into present, past, and future. I must now try to explain this subject more fully. We use—

#### THE PRESENT TENSE

when we speak of anything that is taking place at the very time in which we speak. *I write, you stand, he draws*; all these are in the present tense.

*W.* I think it would be impossible to mistake the *present* tense, but if I wanted to tell you anything about time past, what tense ought I to use?

*A.* That depends upon what *part* of time past you may want to tell me about.

*W.* What part of time past! is not all time past the same?

A. No; things past may have past at very *different* times, and in order to express these different times accurately three tenses are used. The first of these is—

#### THE IMPERFECT TENSE.

This tense is used when the action or event to which we refer took place at a time of which time no part remains. Thus, when we speak of anything which happened last year, or last month, or last week, or when we speak of yesterday, we make use of the imperfect tense, because every part of the time to which we refer is wholly gone, as—I *saw* the Queen last year, We *walked* to London last month, I *finished* my book last week, I *received* a letter yesterday. This tense is also used when we want to speak of something that was not finished at a certain time, that time being past, as—Percy *was bowling* his hoop when we met him on the heath. The time of meeting Percy on the heath is past, but his action of bowling his hoop was *not* past when we met him.

#### THE PERFECT TENSE

is used for expressing that action which, though *past*, took place in the year, the month, the week,

or the day in which we live, as—I *have seen* the Queen this year, We *have walked* to London this month, I *have finished* my book this week, I *have received* a letter to-day; these are examples of the perfect tense. Let us compare these with those which I have given of the same verbs used in the imperfect tense, which I think will help you to understand the different meaning of these tenses. This tense refers also to present time just past, that is, to time past a very short time before the time in which we speak; thus when I say, I *have mended* the pen, you would know that I had just mended it, or mended it only a short time before I spoke; but were I to say, I *mended* the pen, thus using the imperfect tense, the time when I mended it might be yesterday, or it might be a long time ago. You look puzzled, Willy!

*W.* No, Aunt, I am not; I was thinking that I could give you an example of that part of the perfect tense which refers to time just past.

*A.* I shall be very glad to hear one.

*W.* If I were to say, I *have cut* my finger, I think you would come at once to look at it, but were I to say, I *cut* my finger, I might have cut it a long time ago, and then, perhaps, you would not care about it.

A. Very well; now we come to —

#### THE PLUPERFECT TENSE.

An action or event that is past may have past, *before* some other action or event that is also past, as — You *had returned* home before the man brought the dog, your return home was past before the man brought the dog, which action is also past.

W. I really think, Aunt, that I can give an example of this tense also, and a real one too.

A. Pray do.

W. I *had taken* the egg from the nest, when the cat broke it.

A. That will do very well. We now come to —

#### THE FUTURE TENSE.

This tense is used when we speak of any action or event that is yet to come, and may be used without any reference to the time when it is to come, as — I *shall go* to the Zoological Gardens: in this instance as the time of my going is not mentioned it may mean any time. It is used also for expressing the *exact* time when some future action or event is to take place, as — I *shall go* to the Zoological Gardens *to-morrow*.

*W.* This tense is quite as clearly to be understood as the present one.

*A.* There is now but one tense more,—

#### THE SECOND FUTURE TENSE.

This tense shows that the action or event about which we speak will be over before some other action or some other event that we expect to take place, as—You *will have been* to London before Master Watts comes.

*W.* Oh, Aunt! do let me give an example, I *shall have finished* my grammar lesson before Herbert returns from school.

*A.* I am much pleased, dear Willy, with the examples you have given me about tense; they prove that you have been very attentive. We have been a long time about the verbs, and yet we have not quite done with them.

*W.* Not done with them! When *will* they come to an end?

*A.* Very shortly, yet not before I have told you that all verbs are divided into—

Regular

Irregular

Defective.

Verbs are Regular when they form their imperfect tense of the indicative mood and their perfect



participle by adding *ed* to the verb, or *d* only when the verb ends in *e*. Verbs are Irregular when they do not form their imperfect tense and their perfect participle by the addition of *d* or *ed* to the verb. Verbs are Defective when they are used only in some of their moods and tenses: *can, may, must, might, could, &c. &c.* You must now answer some questions about tense, and then before we proceed farther you will have to conjugate four verbs. When you have done this, we will then go over again all that I have been telling you about verbs, and I shall be very much disappointed if you do not understand them accurately.

What is tense?

How many tenses are there?

What is meant by the present tense?

Why is it necessary to have three tenses to express time past?

What is the imperfect tense?

Give examples of the imperfect tense.

What is the perfect tense?

Give examples of this tense.

What is the pluperfect tense?

Give examples.

What is the first future tense?

What is the second future tense?

Give examples of each of these tenses.

When is a verb called regular?

When is a verb called irregular?

When are verbs defective?

The auxiliary and active verb **TO HAVE** is conjugated as follows:—

### INDICATIVE MOOD.

#### PRESENT TENSE.

##### SINGULAR.

1. I have
2. Thou hast
3. He, she, or it, hath or has

##### PLURAL.

1. We have
2. Ye or you have
3. They have

#### IMPERFECT TENSE.

##### SINGULAR.

1. I had
2. Thou hadst
3. He had

##### PLURAL.

1. We had
2. Ye or you had
3. They had

#### PERFECT TENSE.

##### SINGULAR.

1. I have had
2. Thou hast had
3. He has had

##### PLURAL.

1. We have had
2. Ye or you have had
3. They have had

#### PLUPERFECT TENSE.

##### SINGULAR.

1. I had had
2. Thou hadst had
3. He had had

##### PLURAL.

1. We had had
2. Ye or you had had
3. They had had

## FIRST FUTURE TENSE.

## SINGULAR.

1. I shall or will have
2. Thou shalt or wilt have
3. He shall or will have

## PLURAL.

1. We shall or will have
2. Ye or you shall or will have
3. They shall or will have

## SECOND FUTURE TENSE.

## SINGULAR.

1. I shall have had
2. Thou wilt have had
3. He will have had

## PLURAL.

1. We shall have had
2. Ye or you shall have had
3. They shall have had

## IMPERATIVE MOOD.

## SINGULAR.

1. Let me have
2. Have thou or do thou have
3. Let him have

## PLURAL.

1. Let us have
2. Have ye or do ye or you have
3. Let them have

## POTENTIAL MOOD.

## PRESENT TENSE.

## SINGULAR.

1. I may or can have
2. Thou mayest or canst have
3. He may or can have

## PLURAL.

1. We may or can have
2. Ye or you may or can have
3. They may or can have

## IMPERFECT TENSE.

## SINGULAR.

1. I might, could, would, or should have
2. Thou mightst, couldst, wouldst, or shouldst have
3. He might, could, would, or should have

## PLURAL.

1. We might, could, would, or should have
2. Ye or you might, could, would, or should have
3. They might, could, would, or should have

## PERFECT TENSE.

## SINGULAR.

1. I may or can have had
2. Thou mayest or canst have had
3. He may or can have had

## PLURAL.

1. We may or can have had
2. Ye or you may or can have had
3. They may or can have had

## PLUPERFECT TENSE.

## SINGULAR.

1. I might, could, would, or should have had
2. Thou mightst, couldst, wouldst, or shouldst have had
3. He might, could, would, or should have had

## PLURAL.

1. We might, could, would, or should have had
2. Ye or you might, could, would, or should have had
3. They might, could, would, or should have had

## SUBJUNCTIVE MOOD.

## PRESENT TENSE.

## SINGULAR.

1. If I have
2. If thou hast
3. If he have

## PLURAL.

1. If we have
2. If ye or you have
3. If they have

The other tenses of the subjunctive mood are like the tenses of the indicative, though some conjunction implying doubt, wish, &c., must be added to these tenses.

## INFINITIVE MOOD.

PRESENT—To have

PERFECT—To have had

## PARTICIPLES.

PRESENT OR ACTIVE—Having

PERFECT—Had

COMPOUND PERFECT—Having had

The Auxiliary and Neuter Verb  
TO BE.

## INDICATIVE MOOD.

## PRESENT TENSE.

SINGULAR.	PLURAL.
1. I am	1. We are
2. Thou art	2. Ye or you are
3. He is	3. They are

## IMPERFECT TENSE.

SINGULAR.	PLURAL.
1. I was	1. We were
2. Thou wast	2. Ye or you were
3. He was	3. They were

## PERFECT TENSE.

SINGULAR.	PLURAL.
1. I have been	1. We have been
2. Thou hast been	2. Ye or you have been
3. <i>He hath or has been</i>	3. They have been

## PLUPERFECT TENSE.

## SINGULAR.

1. I had been
2. Thou hadst been
3. He had been

## PLURAL.

1. We had been
2. Ye or you had been
3. They had been

## FIRST FUTURE TENSE.

## SINGULAR.

1. I shall or will be
2. Thou shalt or wilt be
3. He shall or will be

## PLURAL.

1. We shall or will be
2. Ye or you shall or will be
3. They shall or will be

## SECOND FUTURE TENSE.

## SINGULAR.

1. I shall have been
2. Thou shalt have been
3. He will have been

## PLURAL.

1. We shall have been
2. Ye or you will have been
3. They will have been

## IMPERATIVE MOOD.

## SINGULAR.

1. Let me be
2. Be thou or do thou be
3. Let him be

## PLURAL.

1. Let us be
2. Be ye or you, or do ye be
3. Let them be

## POTENTIAL MOOD.

## PRESENT TENSE.

## SINGULAR.

1. I may or can be
2. Thou mayest be
3. He may or can be

## PLURAL.

1. We may or can be
2. Ye or you may or can be
3. They may or can be

## IMPERFECT TENSE.

## SINGULAR.

## PLURAL.

- |  |   |
|--|---|
| 1. I might, could, would, or<br>should be            | 1. We might, could, would,<br>or should be        |
| 2. Thou mightst, couldst,<br>wouldst, or shouldst be | 2. Ye or you might, could,<br>would, or should be |
| 3. He might, could, would,<br>or should be           | 3. They might, could, would,<br>or should be      |

## PERFECT TENSE.

## SINGULAR.

## PLURAL.

- |                                      |                                      |
|--------------------------------------|--------------------------------------|
| 1. I may or can have been            | 1. We may or can have been           |
| 2. Thou mayest or canst have<br>been | 2. Ye or you may or can have<br>been |
| 3. He may or can have been           | 3. They may or can have been         |

## PLUPERFECT TENSE.

## SINGULAR.

## PLURAL.

- |  |   |
|--|---|
| 1. I might, could, would, or<br>should have been               | 1. We might, could, would,<br>or should have been           |
| 2. Thou mightst, couldst,<br>wouldst, or shouldst have<br>been | 2. Ye or you might, could,<br>would, or should have<br>been |
| 3. He might, could, would,<br>or should have been              | 3. They might, could, would,<br>or should have been         |

## SUBJUNCTIVE MOOD.

## PRESENT TENSE.

## SINGULAR.

## PLURAL.

- |               |                    |
|---------------|--------------------|
| 1. If I be    | 1. If we be        |
| 2. If thou be | 2. If ye or you be |
| 3. If he be   | 3. If they be      |

IMPERFECT TENSE.

SINGULAR.

PLURAL.

- |                 |                      |
|-----------------|----------------------|
| 1. If I were    | 1. If we were        |
| 2. If thou wert | 2. If ye or you were |
| 3. If he were   | 3. If they were      |

INFINITIVE MOOD.

PRESENT TENSE—To be.      PERFECT—To have been.

PARTICIPLES.

PRESENT—Being      PERFECT—Been  
COMPOUND PERFECT—Having been

The Active Verb—TO LOVE.

INDICATIVE MOOD.

PRESENT TENSE.

SINGULAR.

PLURAL.

- |                                       |                   |
|---------------------------------------|-------------------|
| 1. I love                             | 1. We love        |
| 2. Thou lovest                        | 2. Ye or you love |
| 3. He, she, or it, loveth or<br>loves | 3. They love      |

IMPERFECT TENSE.

SINGULAR.

PLURAL.

- |                 |                    |
|-----------------|--------------------|
| 1. I loved      | 1. We loved        |
| 2. Thou lovedst | 2. Ye or you loved |
| 3. He loved     | 3. They loved      |



## PERFECT TENSE.

## SINGULAR.

1. I have loved
2. Thou hast loved
3. He hath or has loved

## PLURAL.

1. We have loved
2. Ye or you have loved
3. They have loved

## PLUPERFECT TENSE.

## SINGULAR.

1. I had loved
2. Thou hadst loved
3. He had loved

## PLURAL.

1. We had loved
2. Ye or you had loved
3. They had loved

## FIRST FUTURE TENSE.

## SINGULAR.

1. I shall or will love
2. Thou shalt or wilt love
3. He shall or will love

## PLURAL.

1. We shall or will love
2. Ye or you shall or will love
3. They shall or will love

## SECOND FUTURE TENSE.

## SINGULAR.

1. I shall have loved
2. Thou wilt have loved
3. He will have loved

## PLURAL.

1. We shall have loved
2. Ye or you will have loved
3. They will have loved

## IMPERATIVE MOOD.

## SINGULAR.

1. Let me love
2. Love, or love thou, or do  
thou love
3. *Let him love*

## PLURAL.

1. Let us love
2. Love, or love ye or you, or  
do ye love
3. Let them love

POTENTIAL MOOD.

PRESENT TENSE.

SINGULAR.

PLURAL.

- |                              |                              |
|------------------------------|------------------------------|
| 1. I may or can love         | 1. We may or can love        |
| 2. Thou mayest or canst love | 2. Ye or you may or can love |
| 3. He may or can love        | 3. They may or can love      |

IMPERFECT TENSE.

SINGULAR.

PLURAL.

- |  |   |
|--|---|
| 1. I might, could, would, or<br>should love            | 1. We might, could, would,<br>or should love        |
| 2. Thou mightst, couldst,<br>wouldst, or shouldst love | 2. Ye or you might, could,<br>would, or should love |
| 3. He might, could, would, or<br>should love           | 3. They might, could, would,<br>or should love      |

PERFECT TENSE.

SINGULAR.

PLURAL.

- |                                       |                                       |
|---------------------------------------|---------------------------------------|
| 1. I may or can have loved            | 1. We may or can have loved           |
| 2. Thou mayest or canst have<br>loved | 2. Ye or you may or can have<br>loved |
| 3. He may or can have loved           | 3. They may or can have<br>loved      |

PLUPERFECT TENSE.

SINGULAR.

PLURAL.

- |   |  |
|---|--|
| 1. I might, could, would, or<br>should have loved               | 1. We might, could, would,<br>or should have loved           |
| 2. Thou mightst, couldst,<br>wouldst, or shouldst<br>have loved | 2. Ye or you might, could,<br>would, or should have<br>loved |
| 3. He might, could, would,<br>or should have loved              | 3. They might, could, would,<br>or should have loved         |

## SUBJUNCTIVE MOOD.

## PRESENT TENSE.

## SINGULAR.

1. If I love
2. If thou love
3. If he love

## PLURAL.

1. If we love
2. If ye or you love
3. If they love

## INFINITIVE MOOD.

PRESENT—To love

PERFECT—To have loved

## PARTICIPLES.

PRESENT—Loving

PERFECT—Loved

COMPOUND PERFECT—Having loved.

## The Passive Verb—TO BE LOVED.

## INDICATIVE MOOD.

## PRESENT TENSE.

## SINGULAR.

1. I am loved
2. Thou art loved
3. He is loved

## PLURAL.

1. We are loved
2. Ye or you are loved
3. They are loved

## IMPERFECT TENSE.

## SINGULAR.

1. I was loved
2. Thou wast loved
3. *He was loved*

## PLURAL.

1. We were loved
2. Ye or you were loved
3. They were loved

PERFECT TENSE.

SINGULAR.	PLURAL.
1. I have been loved	1. We have been loved
2. Thou hast been loved	2. Ye or you have been loved
3. He hath or has been loved	3. They have been loved

PLUPERFECT TENSE.

SINGULAR.	PLURAL.
1. I had been loved	1. We had been loved
2. Thou hadst been loved	2. Ye or you had been loved
3. He had been loved	3. They had been loved

FIRST FUTURE TENSE.

SINGULAR.	PLURAL.
1. I shall or will be loved	1. We shall or will be loved
2. Thou shalt or wilt be loved	2. Ye or you shall or will be loved
3. He shall or will be loved	3. They shall or will be loved

SECOND FUTURE TENSE.

SINGULAR.	PLURAL.
1. I shall have been loved	1. We shall have been loved
2. Thou wilt have been loved	2. Ye or you will have been loved
3. He will have been loved	3. They will have been loved

IMPERATIVE MOOD.

SINGULAR.	PLURAL.
1. Let me be loved	1. Let us be loved
2. Be thou, or do thou be loved	2. Be ye or you, or do ye be loved
3. Let him be loved	3. Let them be loved

## POTENTIAL MOOD.

## PRESENT TENSE.

## SINGULAR.

## PLURAL.

- |                                     |                                     |
|-------------------------------------|-------------------------------------|
| 1. I may or can be loved            | 1. We may or can be loved           |
| 2. Thou mayest or canst be<br>loved | 2. Ye or you may or can be<br>loved |
| 3. He may or can be loved           | 3. They may or can be loved         |

## IMPERFECT TENSE.

## SINGULAR.

## PLURAL.

- |   |   |
|---|---|
| 1. I might, could, would, or<br>should be loved               | 1. We might, could, would,<br>or should be loved        |
| 2. Thou mightst, couldst,<br>wouldst, or shouldst be<br>loved | 2. Ye or you might, could,<br>would, or should be loved |
| 3. He might, could, would,<br>or should be loved              | 3. They might, could, would,<br>or should be loved      |

## PERFECT TENSE.

## SINGULAR.

## PLURAL.

- |  |  |
|--|--|
| 1. I may or can have been<br>loved         | 1. We may or can have been<br>loved        |
| 2. Thou mayest or canst have<br>been loved | 2. Ye or you may or can have<br>been loved |
| 3. He may or can have been<br><i>loved</i> | 3. They may or can have<br>been loved      |

PLUPERFECT TENSE.

SINGULAR.

PLURAL.

- |  |   |
|--|---|
| 1. I might, could, would, or<br>should have been loved               | 1. We might, could, would,<br>or should have been<br>loved        |
| 2. Thou mightst, couldst,<br>wouldst, or shouldst have<br>been loved | 2. Ye or you might, could,<br>would, or should have<br>been loved |
| 3. He might, could, would,<br>or should have been<br>loved           | 3. They might, could, would,<br>or should have been<br>loved      |

SUBJUNCTIVE MOOD.

PRESENT TENSE.

SINGULAR.

PLURAL.

- |                     |                          |
|---------------------|--------------------------|
| 1. If I be loved    | 1. If we be loved        |
| 2. If thou be loved | 2. If ye or you be loved |
| 3. If he be loved   | 3. If they be loved      |

IMPERFECT TENSE.

SINGULAR.

PLURAL.

- |                       |                            |
|-----------------------|----------------------------|
| 1. If I were loved    | • 1. I were loved          |
| 2. If thou wert loved | 2. If ye or you were loved |
| 3. If he were loved   | 3. If they were loved      |

INFINITIVE MOOD.

PRESENT—To be loved

PERFECT—To have been loved

PARTICIPLES.

PRESENT—Being loved

PERFECT OR PASSIVE—Loved

COMPOUND PERFECT—Having been loved



## THE ADVERB.

*A.* An Adverb is a part of speech added to a verb to express the manner in which something is done by the verb. *Well* is an adverb, and in the phrase, Mary writes *well*, the adverb *well* tells how Mary writes. An adverb is also added to an *adnoun* in order to give the adnoun more force.

*Very* is an adverb; *tall* is an adnoun. When I say, This elm is a *tall* tree, the adnoun *tall* expresses the quality of the tree; but when I say, It is a *very tall* tree, it expresses that quality more forcibly.

*W.* I am sure there is a great deal of what you call *force* in the adverb *very*; think, Aunt, what a difference there is in—A slice of cake, A *large* slice of cake, and A *very large* slice of cake.

*A.* An adverb is sometimes joined to another adverb, to which it gives additional strength. There is an instance in the note I have just opened which concludes with “Yours *very truly*.” Though adverbs are very numerous they may be reduced to certain classes, as—

Adverbs of Time . . . . .	Now, yesterday, presently.
„ Number . . . . .	Once, twice, &c.
„ Order . . . . .	First, secondly, &c.
„ Place . . . . .	Here, there, where, &c.
„ Quantity . . . . .	Much, little, enough, &c.
„ Manner or quality . . . . .	Wisely, quickly, &c.
„ Doubt . . . . .	Perhaps, presently, &c.
„ Affirmation . . . . .	Truly, yes, indeed, &c.
„ Negation . . . . .	No, not, &c.
„ Interrogation . . . . .	How, why, &c.
„ Comparison . . . . .	More, most, better, &c.

Why, Willy, what a yawn! These adverbs are



rather tiresome, but you will soon be able to know what words *are* adverbs when you begin to parse.

*W.* To do what, Aunt?

*A.* To parse.

*W.* Whatever does that mean?

*A.* To parse is to tell to what part of speech every word of which we make use belongs ; it is to tell the gender, number, and case, of nouns and pronouns, and the mood, tense, number, and person, of all the different verbs.

*W.* I think, Aunt, that I should now be able to find out to what part of speech many words belong.

*A.* I think you would, love ; for you have been able to answer the questions without many mistakes. Now try if you can answer some about the adverb.

What is an adverb?

Give an example of an adverb added to a verb.

To what other parts of speech are adverbs added?

Give an example of an adverb added to an adnoun.

Give an example of an adverb added to another adverb.

*Into what are adverbs classed?*

## THE PREPOSITION.

*A.* Prepositions are used to join words together ; without prepositions our words would be so unconnected that we should not be able to make sense of them. I will give you a list of the principal prepositions, and then a few sentences as examples, to show you what an important part of speech the preposition is :—

of	into	above	at	on or upon
to	within	below	near	among
for	without	between	up	after
by	over	beneath	down	about
with	under	from	before	against
in	through	beyond	behind	

*W.* Am I to learn all these ?

*A.* Yes, I think you must do so ; learn six of them every day this week, and when Saturday comes you will have learnt them all. I will now give you an example of the use of prepositions. In this sentence, He came *from* the garden *into* the house, there are two prepositions, *from* and *into* ; let us leave out the prepositions and see what

meaning the other words would convey without them,—He came the garden the house.

*W.* That would be nonsense ; I do indeed see how much prepositions are wanted to join words together.

What is a preposition ?

Name some of the principal prepositions.

Give an example to prove the use of prepositions.

## THE CONJUNCTION.

*A.* Conjunctions also are used for joining words together, but their chief use is to connect sentences. You will remember that a sentence is a number of words forming entire sense ; but we often come to the end of a sentence, which, though forming entire sense, requires something more to add to that sense, to explain or to tell about what has been said. That something more is added by means of a conjunction. The conjunctions which connect words and sentences are called—

### COPULATIVE CONJUNCTIONS.

and	that	then	because	therefore
<i>if</i>	<i>both</i>	<i>for</i>	<i>since</i>	<i>wherefore</i>

Let me go *and* take this basket into the garden *that* I may gather some strawberries, is an example of a conjunction connecting words. On Monday we went to see the Queen pass—we were too late; *but* if we had not waited for you, we should have been in time, is an example of a conjunction connecting sentences. Besides the copulative conjunctions, there are others which are called—

## DISJUNCTIVE CONJUNCTIONS.

These conjunctions not only serve to connect or to continue a sentence, they serve also to express some opposition of meaning, as—*Though* it is cold, *yet* I am warm with running; They took off their hats, *but* they soon put them on again. The following is a list of the disjunctive conjunctions—

but	as	though	neither
or	than	unless	yet
nor	last	either	notwithstanding

What is a conjunction?

How are conjunctions divided?

Explain the difference between a conjunction copulative and a conjunction disjunctive.

Give an example of the use of a copulative conjunction.

Give an example of the use of a disjunctive conjunction.

## THE INTERJECTION.

*A.* And now, Willy, we are come to the last of the parts of speech, to the last of those words which appeared to you, a very short time ago, so difficult to understand.

*W.* 'Though Interjection is a very long word, I know that the words which are called interjections are very short ones.

*A.* They are, Willy, and there are but very few of them, the principal ones are—*O ! oh ! ah ! alas !* These little words are capable of expressing a great deal, they can express joy, sorrow, surprise, and pain ; they express in one short word the feelings of the person who utters them, and it is the *tone* in which they are uttered which tells the feeling they express.

*W.* And is this the end of Etymology ?

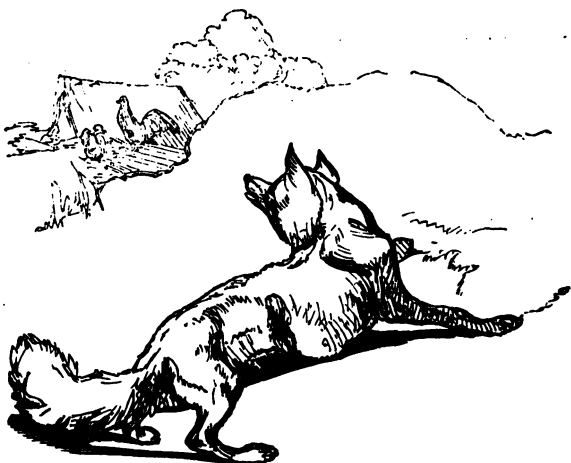
*A.* It is all that I think necessary to teach you at present ; a little practice in parsing will soon enable you to know what part of speech every word is of which you make use, you will then know this, *as readily as* you now know that the *table* is a *noun*. I will arrange some sentences for exercise,

and I think that with care and attention you will be able to parse them all.

*W.* I have liked my grammar lessons so much that I am quite sorry they are over.

*A.* And I, dear Willy, have liked teaching you very much ; you have been so attentive, and so anxious to learn, that to teach has not been a trouble, it has been a pleasure.





A Sly Fox.

## EXAMPLES FOR PARSING.

*A.* While you are parsing the examples which I have written for you, I shall often ask you questions. I shall ask you if the article is definite or indefinite? Is the noun proper or common? In what number? What gender? What case? How do you know the noun to be in this case? In what degree of comparison is the adnoun? Is the verb active, passive, or neuter? In what person? What number? What mood? What tense? Is the conjunction copulative or disjunctive? &c. &c. &c.

ARTICLE AND NOUN OR SUBSTANTIVE.

A man	Kindness	A river
The man	The kindness	The Thames
A house	Pain	An hour
The house	The pain	Time
A garden	A tree	The flowers
The garden	The light	The sun
An apple	Truth	Thought
The apple	The moon	A thought

ARTICLE, ADJECTIVE, AND NOUN.

A sly fox	The glorious sun
A black man	A small tree
The white horse	The bright light
A large garden	The full moon
A ripe apple	A clear river
The great kindness	A short time
A sharp pain	The sweet flower
A kind friend	The new desk
The dark cloud	A nice book
A large orange	A tall boy
A larger orange	A taller boy
The largest orange	The tallest boy
A distant star	The long grass
The greenest tree	The rough sea
A blue sky	A young lamb



## NOUN, ADJECTIVE, ADVERB.

A very black man	A really diligent boy
The truly kind friend	A better green purse
A beautifully bright light	An undoubtedly good temper
A most sweet flower	An almost new coat
The best ripe apple	A justly strict man
A cheerfully clever nurse	A sufficiently warm cloak

## PRONOUN, VERB, &amp;c.

You speak the truth	The watch is hers
He is a real friend	Do not touch its spring
We will walk	The girl who reads
They fear the furious bull	The horse which kicks
I learn a lesson	The flower which grows
The ball is mine	The girl <i>that</i> reads
Give it to me	The horse <i>that</i> kicks
Will you read to us?	The flower <i>that</i> grows
The pens are ours	My steamboat
Is the hat yours?	His father's desk
The pencil is his	Our sister's kindness
Let him take it	Their new table
You will hurt them	These gloves are yours
Your bright buttons	Those are your brother's
Each of his cousins	I will take any
Every child loves play	Will you go?
You may take either	Here is some bread
This is a beautiful plant	Will you have paper such as this?
That hyacinth will be blue	The other will do
<i>Do you know her?</i>	

PRONOUN, VERB, ADVERB, &c.

I have told you once	Yes, it is true
The summer's first rose	Indeed, I am glad
I will not go there now	Do not walk there
I saw him yesterday	How large is your garden?
Will you come to-morrow?	Why do you laugh?
I shall see you again	I think this is better
That is enough	These are alike
Act justly	That is the last
Perhaps I may go	How very wisely he acts!

PREPOSITION, CONJUNCTION, &c.

Come and play with me	Stay and rest
My book is in the desk	Try if you can do it
He came from Brighton	He spoke but few words
I think of you often	Because it rains
Beneath the table	Neither of us
Between the leaves	Do as you wish
Walk after me	One or the other
Do not run down the stairs	For what do you ask?
The tree near the gate	Above the clouds
Beyond the church	About what are you thinking?
Cast off four stitches	Stand before the fire

## THE CASES OF NOUNS.

The tree that grows in the garden	The snow's whiteness is dazzling
Do not climb the tree	Robert spins his top
The tree's leaves are budding	Give this string to Robert
The snow falls	Robert's large top
Do not play with the snow	The gate is open

## THE TENSES OF VERBS.

*Present Tense.*

The sun shines  
 The pin pricks  
 James runs before  
 You speak quickly  
 Do you know me?  
 I take pains  
 He mends a pen  
 She plays at chess

*Imperfect Tense.*

I walked to London yesterday  
 You wrote a letter last week  
 He was reading when I met him  
 She taught me French  
 On Sunday we walked to church  
 Thou hadst no cause to fear

*Perfect Tense.*

I have walked to London  
 You have written a letter  
 I have found my glove  
 They have brought the paper  
 She has cut her finger  
 Thou hast broken the glass

*Pluperfect Tense.*

He had mended my boat before I saw it  
 We had seen the child when the doctor came  
 They had cut down the tree when we went to the field  
 He had gone from the room, but we made him return  
 He had heard what I said before he went away

*Future Tense.*

I shall be sorry to go  
 The moon will rise soon  
 You shall drive in the Park  
 Thou wilt sail to-morrow  
 We shall dine at three o'clock  
 She shall have a new book

*Second Future Tense.*

I shall have been to Bath before you return  
 She will have finished the book by the time it is wanted  
 He will have set all his seeds when the rain falls  
 We shall have had some nice flowers before Mary comes  
 You will have seen your brother when I see you again  
 Thou wilt have mended six pens when thou hast mended this  
 one

GENERAL EXAMPLES.

The world in which we live is ninety-six millions of miles  
 distant from the sun  
 The sun is the source of light  
 The light of the moon is not its own light

GENERAL EXAMPLES—*continued.*

The moon throws back the light it receives from the sun  
Every thing in the world is animal, vegetable, or mineral  
Every thing that has life is animal  
Every thing that grows is vegetable  
The surface of the earth, and all that is taken out of the earth,  
is mineral  
There is no victory so noble as a victory over self  
Let us try to gain this victory  
A child who conquers his temper is loved  
We must forgive an injury and remember a kindness  
Never do to others that which you would not wish others to  
do to you  
Could we keep this rule, how much pain we should spare  
others, how much pain would be spared to ourselves  
Great pleasures sometimes spring from little trials  
To be silent is often a virtue  
An obedient child, and a patient teacher, are on the road to  
success.



THE END.

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